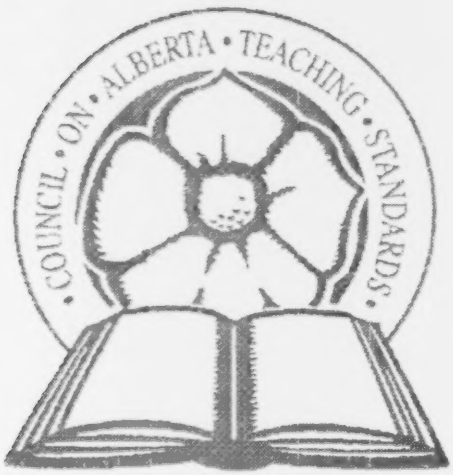
COUNCIL ON ALBERTA TEACHING STANDARDS



COATS ANNUAL REPORT

1993/1994 – 1994/1995

Introduction

The Council on Alberta Teaching Standards (COATS) was established in 1985 by Ministerial Order and its mandate has since been reaffirmed. COATS provides advice and recommendations to the Minister of Education on matters related to teaching, including teacher certification, teacher education, practice review, teacher excellence and other matters of interest to the Minister. COATS also is involved in the administration of the Practice Review of Teachers Regulation and the Excellence in Teaching Awards Program.

As COATS members represent various provincial education organizations, COATS conducts its activities in ways that are designed to foster, encourage and enhance partnerships within the education community. Through its work, COATS brings the education community together to work toward providing the best possible education for Alberta students.

Membership of the Council

The Council on Alberta Teaching Standards is comprised of representatives from the provincial education organizations, including practicing teachers. The Chairperson of COATS is appointed from the membership by the Minister of Education. The Registrar of Alberta Education serves in an ex officio, non-voting capacity as Executive Secretary.

Members. 1993 – 1994	Organization
Mr. Brian Callaghan *	Superintendent, Mount Rundle SD No.64 (College of Alberta School Superintendents)
Dr. Jan Boon	Public Representative, Edmonton
Ms. Sharon Brown	Teacher, Willow Creek Composite High School (Willow Creek School Division No.28)
Mr. Fred Burghardt	Executive Secretary
Mr. Steve Cymbol	Assistant Deputy Minister Regional Services, Alberta Education
Mrs. Margaret Hunziker	Trustee, Rocky View SD No.41 (Alberta School Boards Association)
Dr. Eric Mokosch	Dean, Faculty of Education University of Lethbridge (Universities Coordinating Council)
Mr. Barry Paulson	Teacher, County of Wheatland No. 16 Strathmore High School (Alberta Teachers'Association)
Mr. Paul Renfree	Teacher, Sexsmith Secondary School (County of Grande Prairie No. 1)
Ms. Laurette Roth	Teacher, St. Gerard School (Calgary RCSSD No. 1)
Mr. Lawrence Seminiuk	Teacher, Wetaskiwin Composite High School (Wetaskiwin School District No. 264)
Ms. Paulette Williams	Teacher, Lacombe Christian School (Private School)

*denotes Chair

Support Staff: Teacher Certification and Development Branch

Ms. Betty Fox-Hames	Administrative Support
Mr. Gary Johnson	Assistant Director
Mr. Larry La Rouche	Program Development Officer
Ms. Joanne Riediger-Duebel	Coordinator, Excellence in Teaching Awards Program

Support Staff: Legal

Mrs. Audrey Dean	Alberta Education
Mr. Jerry McKenna	Department of Justice

Members: 1994 - 1995	**Organization**
Mr. Brian Callaghan*	Superintendent, Canadian Rockies Reg. Div. No.12 (College of Alberta School Superintendents)
Ms. Sharon Brown	Teacher, Willow Creek Composite High School (Livingstone Range School Div. No. 68)
Mr. Fred Burghardt	Executive Secretary
Dr. Pamela Campbell	Public Representative, Calgary
Mr. Steve Cymbol	Assistant Deputy Minister Regional Services, Edmonton (Alberta Education)
Ms. Jean Hetherington	Teacher, Vernon Barford (Edmonton School District No.7).
Mrs. Margaret Hunziker	Trustee, Rocky View SD No.41 (Alberta School Boards Association)
Dr. Helen llott	Associate Dean, Faculty of Education University of Alberta (Universities Coordinating Council)
Mr. Barry Paulson	Teacher, Golden Hills Reg. Div. No.15 Strathmore High School (Alberta Teachers'Association)
Ms. Laurette Roth	Teacher, Pavillion St. Paul (Calgary RCSSD No. 1)
Mr. Lawrence Seminiuk	Teacher, Wetaskiwin Composite High School (Wetaskiwin Regional Div. No. 11)
Ms. Paulette Williams	Teacher, Lacombe Christian School (Private School)

*denotes Chair

Support Staff: Teacher Certification and Development Branch

Ms. Brigitte Guimond	Administrative Support
Ms. Kathy Kielly	Manager, Teacher Certification
Ms. Vera Krawec	Research Officer
Mr. Larry La Rouche	Manager, Teacher Development

Support Staff: Legal

Mr. Jerry McKenna	Department of Justice

Excellence in Teaching Awards

The Excellence in Teaching Awards Program recognizes teachers for their creativity, innovation and effectiveness. Yearly, thousands of Albertans have joined to celebrate teaching excellence in award ceremonies across the province.

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Teacher Certification & Development staff organized the Awards Program in 1994. In 1995, Currie & Gerrard Communications was contracted to organize the Program.

In both 1994 and 1995, all eligible nominees received a Certificate of Nomination in recognition of their nomination. Complete nomination packages were reviewed by a nine member Selection Committee comprised of representatives of the provincial education organizations. One hundred and twenty five nominees were selected as Finalists, and were presented with Finalist Certificates and engraved trophies at local ceremonies. From among the Finalists each year, 20 teachers were selected to receive a Provincial Excellence in Teaching Award. The Honourable Halvar C. Jonson, Minister of Education, presented Award recipients with a hand-painted certificate, souvenir pin and a cash award for their schools at ceremonies in Edmonton (1994) and Calgary (1995).

Recipients of the 1994 Provincial Excellence in Teaching Award were:

Brian Birch	St. Pius X School, Edmonton
Joanne Brown	St. Sylvester School, Calgary
James Byrne	Queen Elizabeth High School, Calgary
Barbara Drummond	Good Shepherd School, Peace River
Sandra Green	Midnapore Elementary School, Calgary
Ellen Guderyan	Our Lady of the Assumption School, Calgary
Leslie Hansen	Westglen School, Edmonton

Stephen Jeans	St. Stephen School, Calgary
Carol Jones	Vauxhall Elementary School, Vauxhall
Cheryl Lindquist	F. G. Miller Junior/Senior High School, Elk Point
Mark Milner	Western Canada High School, Calgary
Marian Moritz	John Wilson Elementary School, Innisfail
Colleen Murdison	Alexis School, Glenevis
Richard Pentelbury	Bowness High School, Calgary
Greg Ranieri	Cochrane High School, Cochrane
Howard Rymes	Lethbridge Collegiate Institute, Lethbridge
Jenifer Stanley	Delton School, Edmonton
Delphie Tibbets	Woodbridge Farms School, Sherwood Park
Judith van Manen	Crestwood School, Edmonton
Corrie Ziegler	Clara Tyner School, Edmonton

Recipients of the 1995 Provincial Excellence in Teaching Award were:

Marguerite Smyth Burns	Avalon Junior High School, Edmonton
Sher Burk	Fairview Junior High School, Calgary
Morris Richard Dalquist	Central Memorial Senior High School, Calgary
Glen Hutton	County Central High School, Vulcan
Joan Anne Jarema	Allendale School, Edmonton
Robert James Jolly	Evergreen School, Edson
Michael Gordon Jones	Ross Sheppard High School, Edmonton
Phyllis Mary Mort	Athabasca Colony School, Athabasca
Judy Nation	The Academy at King Edward School, Edmonton
Rosemarie Pelz	La Perle Community School, Edmonton
Natalie Anne Prytuluk	Queen Mary Park School, Edmonton
William Allen Robinson	Grand Centre High School, Grand Centre
Suzanne Maria Rozycki	Alberta Bosco Homes, Sherwood Park
Robin Mary Ann Schmidt	Ermineskin Primary School, Hobbema
Elaine Slauenwhite	Vauxhall Elementary School, Vauxhall
Robert Bruce Small	Ardrossan Elementary School, Ardrossan

Sheila Elizabeth Stearns	Sunrise Colony School, Foremost
Rhonda Marlee Watrin	Alberta High School of Fine Arts, Okotoks
Darryl Wayne Weir	Wood's Homes School, Calgary
Valerie Wooders	Jubilee Junior High School, Edson

Certification Appeal Committee

A teacher member of the Council on Alberta Teaching Standards sits on the Certification Appeal Committee (CAC). The CAC hears appeals from individuals who have been denied interim or permanent certification by the Registrar for Alberta Education. The Committee also hears appeals of the Registrar's decisions to recommend to the Minister suspension or cancellation of individuals' teacher certification.

In 1993-94, seven appeals were heard. Of three appeals concerning denial of teacher certification owing to criminal convictions, the appeal of two individuals was upheld and certification was issued. In one case the appeal was denied and the Registrar's decision upheld. Four other appeals were decided as follows: one appeal of the Registrar's decision not to issue certification because the applicant's teacher preparation was not equivalent to an Alberta program was denied; the interim certification of one appellant was extended to give sufficient time for the appellant's application for citizenship to be processed; one appellant's interim certification was extended until the employing jurisdiction completed a summative evaluation of the appellant's teaching and reported the findings to the CAC; and in one case the Committee upheld the Registrar's recommendation to the Minister to indefinitely suspend the certification of a teacher who had incurred criminal convictions until such time as the appeal before the courts of the criminal convictions was heard and the decision made known.

In the 1994-95 school year, eight appeals and one update on a previous case were brought before the CAC. Five appeals concerned the decision of the Registrar to deny certification owing to applicants' criminal convictions. Two appeals concerned denial of an Interim Professional Teaching Certificate owing to the failure of the applicants to demonstrate possession of approved

teacher preparation program equivalent to a Bachelor of Education from an Alberta University, and one appeal concerned the Registrar's refusal to issue a permanent professional certificate. The Registrar's decisions were upheld in four cases, overruled in three and the Committee deferred a decision in respect to the case concerning denial of permanent professional certification until the superintendent has the opportunity to conduct a further evaluation.

1993 - 1994, COATS recommendations

In 1993 - 1994, COATS recommended that:

> the Registrar seek approval from the Minister to exercise discretion in issuing initial certification in specific types of cases where applicants have incurred an indictable criminal conviction and Certification Appeal Committee precedent suggests the appropriateness of granting certification;
>
> the life of the Interim Professional Teaching Certificate be extended from three to five years;
>
> regulations continue to be interpreted to mean that principals in private schools must hold a valid Alberta Teaching Certificate;
>
> individuals require a minimum of an Alberta teaching certificate in order to be a principal in Alberta, and current regulations regarding the qualifications of superintendents remain the same; and
>
> graduates of private colleges' B.Ed. programs be certificated in the same manner as students completing teacher preparation programs at the provincial universities; the Private Colleges Accreditation Board's processes be recognized as being adequate to ensure that private colleges are able to offer degrees of quality similar to those offered by the provincial universities; and private colleges not be required to meet conditions not expected of provincial universities offering the same degree, other than any reporting

requirements stipulated in the private colleges' proposals to offer the degree or as may be stipulated by the Minister in memoranda of agreement.

1994 - 1995, COATS recommendations

COATS was instrumental in providing direction to Alberta Education regarding Goal 4, "Improve Teaching", of the Alberta Education Business Plan.

COATS recommended that the following principles be used by Alberta Education in developing the discussion paper that was used to guide the consultation process.

- Quality teaching rests on a sound foundation of knowledge, skills and attributes (KSAs) that teachers use to help students learn.
- The Minister of Education should establish provincial standards and ensure teacher education is a coordinated continuum of learning experiences throughout a teacher's career. Teacher education includes initial teacher preparation, and the professional development and inservice involving beginning and experienced teachers.
- To teach means to help students learn. An individual is given and retains the authority to teach based on the ability to do the job. Teaching competency extends beyond the initial credential and is the ability to apply professional preparation and professional development in the service of learning.
- Individual teachers are ultimately responsible for the quality of their teaching.
- Teachers' professional growth occurs best through collaborative action, particularly through formal and informal interactions with other members of the profession.
- Dedicated teachers want to be better teachers than they were the day before - they are career-long learners, and their students benefit. This level of dedication must be encouraged and supported through policies that encourage teachers to work together in setting goals for their own professional growth and in making key decisions on how the goals can be achieved.
- The Minister is responsible for acting on behalf of all Albertans in serving the best interests of Alberta students. Any changes to provincial policies should be made with the intent of directing actions that will best serve the interests of all Alberta students regardless of where in the province they live.

COATS also made specific recommendations in regard to teacher preparation, certification and evaluation.

Teacher Preparation

COATS recommended that:

- the memoranda of agreement between the Minister of Education and the post-secondary institutions that offer teacher preparation programs, the Certification of Teachers Regulation and the provincial teacher evaluation policy be revised to consistently require and support career-long teacher education, and that these revisions be undertaken concurrently;

- the memoranda of agreement between the Minister of Education and the accredited post-secondary institutions be renewed to create and maintain a dynamic partnership between campus-based educators and field-based educators that is characterized by the regular sharing of information and ongoing dialogue with the purpose of enhancing the quality of education for students in schools;

- the new memoranda of agreement reflect that the two major purposes of teacher preparation programs are to prepare teachers to demonstrate the beginning competencies expected of them (Level I KSAs); and also to serve as a foundation of theory and experience on which teachers can base their further professional growth and contributions to the profession;

- both teacher preparation and teacher professional development be enhanced by putting into place mechanisms through which the expertise of campus-based and field-based educators can be shared on a regular and ongoing basis; and

- graduates of teacher preparation programs possess a body of knowledge, skills and attributes (Level I KSAs) that they can use to help students learn, and that it be recognized that the application of many of the KSAs will differ in practice given the different grade levels and subject disciplines that graduates have been prepared to teach.

Teacher Certification

COATS recommended that:

- in order to qualify for an Interim Professional Teaching Certificate, an individual must have completed a B. Ed. (or equivalent), and that the completion of a B. Ed. (or equivalent) be understood to mean that an individual has both successfully completed a specified program of studies, and has acquired a foundation of theory and experiences that provide the individual with the knowledge, skills and attributes (KSAS) upon which the individual can base his or her professional development and contributions to the profession; and the expectations teachers will have to meet after two years of professional growth be clearly specified (Level 11 KSAS). This will give beginning teachers a guide and benchmark for their professional development, and superintendents will have a set of guidelines on which they can base their recommendations for a Permanent Professional Teaching Certificate.

Teacher Evaluation

COATS recommended that:

- the provincial teacher evaluation policy be sufficiently specific to ensure a common set of evaluation criteria and processes across the province, while allowing for flexibility at the local level. Standardized evaluation criteria and practices should give clear targets for teacher educators, student teachers, teachers and teacher evaluators, and should contribute significantly toward ensuring the quality of education for students everywhere in the province;

- all teacher evaluation policies should achieve two purposes (1) promoting instructional improvement; and (2) providing accountability mechanisms;

- teacher evaluation policies should recognize that teachers know best what needs to be done to enhance their teaching, and that teachers, collectively and individually, are responsible for

determining the professional development/inservice activities they undertake;

- to the extent practicable, decisions about teachers' professional development/inservice be made at the school level, and be guided by jurisdiction and provincial goals and initiatives;

- teacher evaluation policies and professional development opportunities be applied fairly and equally to all teachers, and clearly specify mechanisms that protect the interests of students, teachers and boards; and

- school boards, in that they are accountable to the public for ensuring the quality of education provided to students, be responsible for implementing teacher evaluation policies, and that boards highlight quality teaching in their jurisdiction in their annual reports. (COATS does not support student or parent evaluation of teachers.)

In addition to the above principles and ideas, COATS also recommended that the Minister direct Alberta Education to use the principles and ideas recommended by COATS to develop a discussion paper that clearly indicates how the principles and ideas may be translated into policy, and that the document contain detailed "technical" information that educators need to guide their discussions. COATS also recommended that:

- the discussion paper and consultation process begin and be undertaken from a positive perspective;
- the Minister direct Alberta Education to distribute the discussion paper to: (1) each school; (2) the public; (3) each school board; (4) the provincial education organizations; (5) the post-secondary institutions - particularly faculties of education; and (6) all MLAS;
- the organizations and institutions to whom the discussion paper is distributed be directed to distribute copies to their members and encourage both collective and individual responses;

- the Minister invite the political officials and technical officers of the key education organizations and institutions (including Deans of Education) to meet with him and his officials to ensure there is a common understanding of the specifics of the discussion paper,

and that this meeting take place immediately before the discussion paper is released for general distribution;

- the Minister solicit written responses to the discussion paper to be received within two months of the date the paper is released for distribution, and that the months of July and August not be included in the two month period;

- the list of participants invited to meet with the Minister include a broad representation of Albertans, including a fair representation of practicing teachers; and

- having consulted, the Minister act to achieve the objectives of Goal 4 of the Three Year Business Plan for Education within the timelines established in the Plan.

Practice Review

COATS recommended that it be widely known that there is a mechanism in place to address complaints about a teacher's teaching.

Teacher Professional development

COATS recommended that the Minister support the development and implementation of mechanisms that help teachers and others access the professional development/inservice they need to enhance the quality of education for students.

Other

COATS recommended that the legal liability of all parent council members, particularly non-employees of the school board, be examined in conjunction with the development of regulations regarding parent councils.

Further information about any activities of the Council on Alberta Teaching Standards may be obtained by contacting:

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